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## Who Is This Baldrige Guy And Why Do I Care?

By Dr. Suellen Reed, Superintendent of Public Instruction  
(At the request of Dr. Reed, this article will be seen in several publications due to the importance of P.L. 221.)

Since the enactment by the Indiana General Assembly of Public Law 221-1999 (HEA 1750), there has been growing interest in the Malcolm Baldrige National Quality Award: (1) How can it be used as a framework for restructuring in education? (2) What is the state doing to increase awareness and promote its application? Briefly, I want to answer those questions and, hopefully, to pique your interest to learn more.

In 1988, Congress authorized the Malcolm Baldrige National Quality Award for business and industry. It is named after the deceased Secretary of Commerce under President Reagan, and it is based on a set of quality criteria and core values that have been successfully used in some world-class organizations.

Four years ago, the National Institute for Standards and Technology, which is part of the U.S. Department of Commerce and which administers the award, adapted the quality criteria to apply to education and the health care industry. The quality criteria focus on seven key areas of organizational structure: Leadership, Strategic Planning, Student and Stakeholder Focus, Information and Analysis, Faculty and Staff Focus, Educational and Support Process Management, and Performance Results.

The 11 core values represent best practices that shape the culture of high performing organizations. The award application process involves a comprehensive organizational self-assessment that focuses on meeting the criteria, applying the core values, and engaging in systemic continuous improvement strate-

gies.

### THE BALDRIGE IN EDUCATION INITIATIVE (BiE IN)

Indiana was selected in October 1999 as one of six pilot states to participate in the Baldrige in Education Initiative (BiE IN). This is a two-year grant program sponsored by the National Alliance of Business, the American Productivity and Quality Center, and 24 national business and education partner organizations, for the purpose of promoting, supporting, and accelerating Baldrige-based systemic improvement in education at all levels. Indiana's grant application was submitted on authority from the Governor and myself on behalf of the Education Roundtable.

Under the terms of the grant, a state leadership team was formed and has been meeting regularly to perform the necessary ground work, such as developing a work plan to:

- assist state education policymakers to establish the state's Aims for education;
- promote alignment of state and local resources toward achieving the Aims;
- increase awareness in the Baldrige criteria as a framework for school restructuring;
- participate in and develop training based on the Baldrige criteria and core values;
- develop an infrastructure to expand and support local school participation;
- build internal training and consulting capacity; and
- participate in a consortium with the other BiE IN

## Who Is This Baldrige Guy And Why Do I Care?

*(Continued from front cover)*

Indiana's BiE IN state leadership team is cochaired by Risa A. Regnier, DOE Human Resources Director, and Larry Grau, the Governor's Education Policy Advisor. Indiana has been assigned two mentor coaches: Tom Houlihan, President, and Judy Phillips, Vice President, both of the North Carolina Partnership for Excellence. Presently, the state leadership team includes approximately 25 individuals representing local school corporations, professional education organizations, education service centers, state and local business leaders, not-for-profit foundations, higher education, and the General Assembly.

**Our object is to help us reach a higher level of performance excellence.**

In March, the BiE IN state leadership team, the Education Roundtable, and the State Board of Education met to begin developing a shared vision of Indiana's education system, expressed as state Aims for Education. In June, the Roundtable recommended five state Aims to the State Board of Education for adoption. These proposed Aims are:

- Safe and Caring Schools
- High-Standards, Assessments, and Accountability
- High-Performing System Preparing High Performing, Responsible, and Responsive Citizens
- High Student Achievement
- Effective Use of Resources

The state leadership team is continuing to work to develop proposed goals and measures to support each Aim, and they will be providing input to the State Board of Education as it considers adoption of Indiana's Aims for Education.

### USING A BALDRIGE-BASED MODEL FOR ACCREDITATION

Public Law 221-1999 (HEA 1750) permits local school corporations to choose an option to the traditional Performance-Based Accreditation (PBA) school improvement planning process by engaging in a Baldrige-based self-assessment and continuous improvement model. A few school corporations already have begun to apply a Baldrige-based model to their operations, including two BiE IN pilot sites at Bartholomew Consolidated School Corporation and Batesville Community Schools.

The PBA consultants at the Indiana Department of Education (DOE) have been strengthening their knowledge of major school reform models, including Baldrige-based models. From July 1 to mid-September, the PBA staff engaged in five days of intensive Baldrige-based training to better prepare them to provide information, answer questions, and facilitate discussions in local schools about what a Baldrige-based strategic planning model entails. Important issues remain to be "wrestled with" by state policymakers concerning, for example, how to determine if a school is making progress toward meeting the Baldrige education criteria short of submitting a complete Baldrige award application. The PBA staff will not serve as Baldrige consultants to school corporations or provide Baldrige training, but they will be able to increase awareness, answer questions concerning the relationship of Baldrige principles to other school reform models and to accreditation requirements, and help local schools connect with practitioners who are knowledgeable and have firsthand deployment experience with Baldrige-based models.

One of the national partner organizations of the BiE IN project is the North Central Association (NCA) Commission on Schools. A representative of NCA attends both national and state BiE IN meetings. NCA has looked at the major school reform models, including the Baldrige-based models, and has found strong alignment with NCA protocols. NCA also is engaged in district accreditation, in addition to individual school accreditation, and will continue to partner with PBA and BiE IN to strengthen alignment.

**Key to our progress is the understanding that "Baldrige" is not another "program," but is a tool to help us interact and work together more effectively, to align our resources toward a shared vision, and to do what we do well even better.**

### DEPARTMENT OF EDUCATION TRAINING

Also included in Public Law 221-1999 was language requiring the DOE to train its employees in a Baldrige-based model. During July 2000, all DOE employees had the opportunity to participate in a two-day training adapted from the Baldrige-based high-performance model used so successfully in North Carolina at both the state and local school corporation levels. This training was designed to provide basic awareness of the concepts of quality and continuous improvement, to explain briefly about the Baldrige award, the criteria and the underlying core values, and to get us all thinking about how these principles and tools can be applied in public schools and the DOE.

*(Continued on page 4)*

# 2001 IPLA Alumni Winter Conference

**January 22-23, 2001**

**Sheraton Indianapolis Hotel and Suites**

**Keystone at the Crossing**

**Indianapolis, Indiana**



## **“We’re Not in Kansas Anymore!”**

*Featuring Leadership Skills for 2001*

Name \_\_\_\_\_ IPLA Group Number \_\_\_\_\_

First Name for Name Tag \_\_\_\_\_ Position \_\_\_\_\_

School Name \_\_\_\_\_

School Corporation \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

### **IPLA Graduates and Current Participants**

“Early Bird Special” Registration \$110.00  
(Registration received on or before December 1, 2000)

Regular Registration \$125.00  
(Registration received after December 1, 2000)

Total Amount Enclosed \_\_\_\_\_

### **Guest Participants (non IPLA graduates)**

Regular Registration \$125.00

Total Amount Enclosed \_\_\_\_\_

Please check  
method of payment.

☐ Check # \_\_\_\_\_

☐ P.O. # \_\_\_\_\_

Please make checks payable to: IPLA Alumni Association, Inc.  
Mail registration form to: Indiana Principal Leadership Academy • c/o Cynthia Stepp  
Room 229, State House • Indianapolis, Indiana 46004-2798  
Phone: 317-232-9004 • Fax: 317-232-9005

Registration deadline is January 8, 2001.  
No refunds after January 21, 2001.

## Who Is This Baldrige Guy And Why Do I Care?

(Continued from page 2)

Our objective is to help us reach a higher level of performance excellence. The awareness of all DOE personnel of what "Baldrige" means, and how it applies to and supports continuous improvement is important. It is significant both for our work with local schools and because the application of Baldrige principles within our agency will help us improve and move to the next level of service and performance excellence.

The DOE will continue its training in quality principles and strategies at all levels of the organization over the next year as we figure out together how to apply our learning to our work units and our work processes. Key to our progress is the understanding that "Baldrige" is not another "program," but is a tool to help us interact and work together more effectively, to align our resources toward a shared vision, and to do what we do well even better.

I encourage you to look into the program. If you want more information about the Baldrige Education Criteria for Performance Excellence, what Baldrige-based models are being used successfully in schools, BiE IN state leadership team activities, or DOE training, you may contact Risa A. Regnier, DOE Human Resources Director, phone (317) 232-0501, email [<rregnier@doe.state.in.us>](mailto:rregnier@doe.state.in.us), and she will connect you with the resources that best respond to your request.



**"We make a living  
by what we get.  
We make a life  
by what we give."**

*Charley Willey*

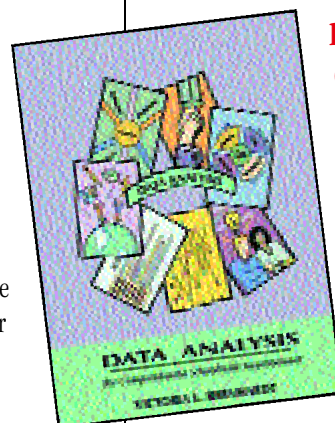
## Books for Leaders

### Data Analysis: for Comprehensive Schoolwide Improvement

by Victoria L.  
Bernhardt

Data does make the difference with school wide improvement! Schools that use data make positive changes

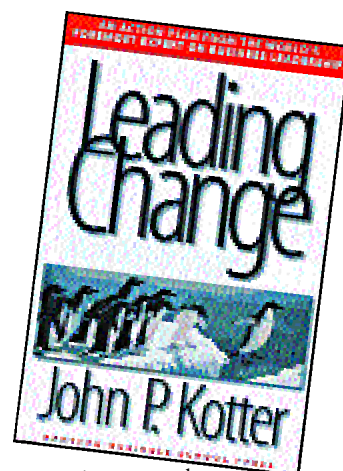
for students. Schools that do not use data are probably using the same methods and expecting different results. This book helps schools understand what data are important to gather, how to analyze the data, and how to interpret and use the data for school wide improvement.



### Leading Change

by John P.  
Kotter

What will it take to bring an organization into the 21st century? Examining the efforts of more than 100 companies to remake themselves into better companies, this short yet visionary guide brings clarity and advice to those confronting the daunting challenge of leading change. Kotter states that strategies for change often fail in corporations because the changes do not alter behavior. Thus he has identified an eight-step process that every company must go through to achieve its goal, and shows where and how people, good people, often derail.



## Technology Tip

**Need Research but don't have  
time to get to the library?**

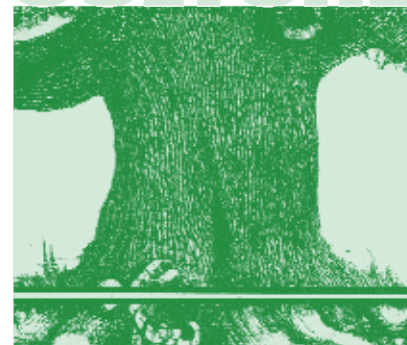
**Have a burning educational  
question?**

Check out Inspire, Indiana Spectrum of Information REsources. Inspire is Indiana's Virtual Library on the Internet. Inspire is a collection of commercial databases and other information resources that can be accessed free by Indiana residents using any PC equipped with an Indiana Internet connection and a Web Browser such as Netscape or MS Internet Explorer. Log on and search today.

[www.inspire-indiana.net](http://www.inspire-indiana.net)



## CULTURE



## Leadership, Vision, and the County Fair

*By Ginger Studebaker, Principal  
South Newton High School, Kentland, IN*

Leadership, the manner in which a leader functions in

a distinctive culture, requires

vision. There are five stages through which effective leaders "vision" to influence a group or an organization to action and each stage corresponds to the steps of baking a ribbon-winning cake for the county fair. The five stages leaders move through when practicing effective leadership are:

- creating the vision
- sharing the vision
- living the vision
- improving or adapting the vision
- empowering others to create a vision

The first phase in the leadership process is creating the vision. Leaders act as pathfinders and trailblazers to understand the vision of others and mesh it with their own vision of the organization. They must communicate clearly, listen openly, and act with deep personal commitment.

The first step in baking a ribbon-winning cake is to select the best recipe. The baker communicates her knowledge of baking cakes to others and accepts advice and support while internally acknowledging her baking skills and her understanding of the county fair.

The second stage in the leadership process is sharing the vision. Leaders understand that individuals operate from different perspectives. To understand individuals, leaders must explore, develop, and practice each perspective. This will allow leaders to communicate the need for the vision and influence others.

In the same respect, the contestant for the county fair must bake a cake by selecting and assembling quality ingredients for the cake. Failure to understand how each ingredient changes the batter may render the cake inedible. Careful selection and measurement of ingredients will more likely produce a ribbon-winning entry.

### Leadership is encouraging and motivating others to dream a dream.

The third stage, living the vision, will determine the success or failure of the dream. Leaders committed to making the dream a reality will succeed. Those leaders determined to live the vision will also share the vision. Similarly, combining the ingredients in the correct order is fundamental in baking a cake. Those individuals not committed to baking a ribbon-winning cake may rush the process and create an undesirable result.

Improving or adapting the vision is the next stage. Successful visions are the collaborative effort on the part of all stakeholders. Leaders create an environment in which those who have a part in living the vision also have an opportunity to change the implementation process.

This is similar to making improvements or adaptations to the recipe for a ribbon-winning cake. The recipe will be based in part by the

taste of the improvements or adaptations as experienced by those eating the cake. Some adaptations often take a lifetime to perfect and are the secret ingredient to baking a ribbon-winning cake.

The last phase, empowering others to create the vision, is possibly the most rewarding part of being a leader. Leadership is encouraging and motivating others to dream a dream. Leaders withstand the criticism, pessimism, and apathy rampant among followers and use their inner drive and vision to lead.

In comparison, sharing the recipe for the ribbon-winning cake is a necessity. Contestants who win a ribbon must not hide the secret ingredient. The confident baker knows that another inspiration will follow and another ribbon-winning cake recipe will evolve.

In summary, at the county fair, after the ribbons are awarded, each cake is auctioned to the highest bidder with all proceeds from the auction returned to the fair board for the betterment of the grounds and the annual fair event. This allows the ribbon-winner to create a better county fair for the community to enjoy.

As leaders we must strive to learn and understand others and ourselves. The understanding we develop regarding the world in which we live will allow us to enhance, change, and utilize our surroundings and become better leaders.

## Tongue-Lashings, Tongue-Tied, or Tongue Fu: Communication Choices for You?

By Bob McDaniel, Principal  
Stoney Creek Elementary School, Noblesville, IN

Although it may never happen to you, I once heard of a principal who had to deal with people who were demanding, dissatisfied, and even angry! To some of those people, the principal said things without thinking that made matters much worse. To others, that school administrator sat there with a “deer in the headlights” look waiting to find the right words that never came. If that principal had only known the skills of Tongue Fu, he or she may have been able to better communicate with those upset individuals. After attending a presentation by the book’s author, Sam Horn, and then reading her book, I immediately changed many of the words and phrases that I used with others on a daily basis. The following are some of Sam Horn’s Goals of Tongue Fu:

- Learn how to conduct yourself with confidence;
- Avoid or prevent verbal abuse and conflicts;
- Protect yourself when provoked using your mind and mouth;
- Communicate more effectively;
- Produce cooperation; and
- Choose to stay kind, even if others are being inconsiderate or cruel!

Perhaps the key to Tongue Fu is knowing what words to use and what words to lose! I was surprised to hear how often I caught myself saying one of the “Words To Lose” in my conversations with people every day. By concentrating on using the following “Words To Use,” I became more sensitive and empathetic to what others were hearing me say. In addition, I was able to be more assertive and in control during conversations that could have been negative and confrontational. After just a little practice, you too can be a Tongue Fu Master!

### WORDS TO LOSE

**“BUT”**  
Cancels  
Argues  
Anchors

**“SHOULD”**  
Criticizes  
Resent  
Lose face  
Shame  
Past  
Failure

### WORDS TO USE

**“AND”**  
Connects  
Acknowledges  
Advances  
Say: “You’re right, and...”

**“NEXT TIME”**  
Coaches  
Respect  
Learn  
Shape  
Future  
Say: “From now on...”  
or “In the future...”



### WORDS TO LOSE

**“YOU’LL HAVE TO...”**  
**“YOU’LL NEED TO...”**  
Order  
Command

**“NO, YOU CAN’T BECAUSE”**  
Adversarial  
Side vs. Side

**“THERE’S NOTHING...”**  
**“THERE’S NO WAY...”**  
Apathetic

**“PROBLEM”**  
**“What’s the problem?”**  
**“Any other problems?”**  
I don’t have a problem with it.  
I have a problem with that.  
NO PROBLEM!

### WORDS TO USE

**“WOULD YOU...?”**  
**“PLEASE...?”**  
Request  
Recommendation  
Courtesy  
Say: “If you could...”

**“SURE, AS SOON AS...”**  
**“YES YOU CAN, AS SOON AS...”**  
Agreeable  
On same side

**“I WISH I COULD”**  
**“I HOPE I CAN...”**  
There is something I can do.  
Empathetic

**“MY PLEASURE”**  
**“How can I help you?”**  
**“Anything else to discuss?”**  
Can we talk about...?  
You’re welcome to...  
Happy to help!  
**Anytime!** (or any POSITIVE phrase)

There are other great ideas and skills included in Tongue Fu. You will learn the difference between responding and reacting; how to end complaints instantly; what to do if someone complains (don’t explain!); how to stop blaming and name-calling; when to answer a question with a question; and how to use “Tongue Glue” and “Fun Fu.”

Look for a copy of Tongue Fu, How To Deflect, Disarm, and Defuse Any Verbal Conflict, by Sam Horn (published by St. Martin’s Press, copyright 1996) at your local bookstore. You can contact her office at 1 (800) SAM-3455 or visit her web site at [www.samhorn.com](http://www.samhorn.com).

I would also like to recommend the book, Verbal Judo: The Gentle Art of Persuasion, by George J. Thompson and Jerry B. Jenkins (William Morrow, copyright 1993) as another great source of communication tools for dealing with difficult people. (Check out [www.verbaljudo.com](http://www.verbaljudo.com).) George Thompson was a former college English literature professor with a black belt in both judo and tae kwon do karate. He left the university to become a police officer at the age of thirty-five. This book will also give you innovative ideas to help keep your communications with others “a non-contact sport!”

## How Data Plays a Part in Your School Improvement Plan

As Indiana's schools stand on the brink of P.L. 221, the school improvement plan has received much attention lately. Many school districts have already engaged in long-range planning for many reasons, which include improving student achievement, upgrading resources, and implementing new curriculum. However, the accurate use of data to establish the school improvement plan often is overlooked. Data can help schools improve achievement. Below are some questions to help you start looking at data and some possible resources of data that already exist in your school.

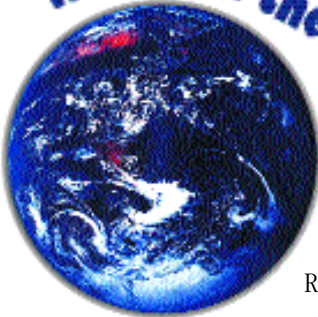
### Getting Started Questions

(From Data Analysis for Comprehensive Schoolwide Improvement by Victoria Bernhardt. Published by Eye on Education - 6 Depot Way W., Larchmont, NY 10538, phone 914-833-0551, [www.eyoneducation.com](http://www.eyoneducation.com))

As you begin your comprehensive data analysis journey, take some time with your school team to think through the following questions. Identify one person as the recorder -- the other members contribute ideas.

- What is the purpose of your school?
- What is the purpose of collecting the data at your school?
- How is the currently collected data used?
- What are the road blocks to *collecting* data at your school?
- What are the road blocks to *analyzing* data at your school?
- What are the road blocks to *reporting* data at your school?

## Where in the World is IPLA?



The Indiana Principal Leadership Academy has far reaching effects. How far, is the question. IPLA is nationally recognized for its efforts in the leadership field but now IPLA can be recognized for all to see. Have you seen IPLA somewhere in the world? If so, send us your photos today to Becca Lamon at IPLA, Department of Education, Room 229, State House, Indianapolis, Indiana 46204-2798.



**Don Setterlof** (Principal, Cherry Tree Elementary); **his daughter, Jenny;** and **his grandson, Colin,** at Pelican Lake in Brainard, MI.



**Troy Watkins** (Principal, Greenwood Northeast Elementary) and **Sheri Patterson** (Principal, Creston Middle School) on board the *Sea Princess* between Grand Caymen and Cozumel.

## Possible Existing Data at School and District Levels

### Student Demographics

Number of Students  
Parent Income Levels  
Parent Education Backgrounds  
Parent Employment  
Families on Public Assistance  
Free and Reduced Lunch (%)  
Drop-out/Graduation Rates  
Health Issues/Handicaps  
Discipline Indicators  
(e.g., suspensions, referrals)  
Attendance/Tardy Rates  
Mobility  
Number of Years at the School

### School Community

History/Location  
Population  
Housing Trends  
Health Issues  
Crime Rate

### School Level

History  
Funding  
Safety  
Physical Plan  
Uniqueness and Strengths  
Image in the Community  
Support Services for Students/Teachers  
Number of Teachers/Administrators  
Years of Teaching/Administering  
Ethnicity/Gender of Teachers/Administrators  
Retirement Projections  
Types of Certificates  
Student-Teacher Ratios  
Administrator-Teacher Ratios  
Turnover Rates  
Teacher Salary Schedule  
Support Staff

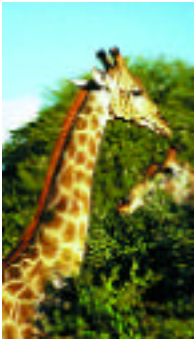
### School District

Description of District/History  
Number of Schools, Students, Teachers and Administrators  
Support Services for Students/Teachers  
Organizational Structure

### State Level

Population  
Race/Ethnicity  
Socioeconomic Status





**Indiana Principal  
Leadership Academy**

Room 229, State House  
Indianapolis, IN 46204-2798

**C  
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**Nov. 8-9**

Academy Sessions

Sheraton Indianapolis Hotel & Suites

Groups 33 & 34

**Nov. 14**

IPLA LIVE!

**Nov. 14-15**

Academy Sessions

Sheraton Indianapolis Hotel & Suites

Groups 35 & 36

**Dec. 12**

IPLA LIVE!

**Jan. 12**

IPLA LIVE!

**Jan. 22-23**

Winter Conference

Sheraton Indianapolis Hotel & Suites

**June 18-21**

Summer Team Building 2001

Nashville, IN

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or visit [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

**Pam Parker, Special Edition** Designer, DesignWSF@aol.com